

6 month reporting date 11/2/2005 received 10/26/2005
12 month reporting date 4/2/2006 received 1/23/06
Closed; 1/23/06

Hill City School District Improvement Plan/Progress Report Form

Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04 Evaluation procedures

The evaluation team must consider a variety of assessment tools and strategies to gather relevant function and developmental information about the child including information provided by the parents. Through the review of student records, the monitoring team found the district staff gathers data and in some cases complete diagnostic assessment to use as functional information in the evaluation process. During interviews, special education staff reported a lack of understanding concerning reporting functional assessment. The monitoring team noted a written summary of functional/transition information was not consistently included in the evaluation report or used to develop present levels of performance. The students' present levels of academic performance, their progress in the general curriculum or development of annual goals and short-term instructional objectives therefore did not link to evaluation. The monitoring team noted transition evaluations were not administered prior to age 16.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation/reevaluation procedures and instruments meet the minimum requirement.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Functional assessments and transition assessments and other evaluations related to the suspected disability will be completed for all students being reevaluated. The information from these assessments will be summarized and included in the evaluation report and be used to develop present levels of performance.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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1. What will the district do to improve? Special education staff will participate in training regarding procedures and components of comprehensive evaluations. What data will be given to SEP to verify this objective? The date of the training, those in attendance and summary will be submitted to SEP.	March 22,05	Sped Dir.	Met 11/15/2005	(Filled in by SEP)
Please explain the data (6 month) All staff completed training in procedures and the components of comprehensive evaluations. Reviewed evaluations for areas of suspected disabilities including functional assessments and transition assessments and established procedures for the information to be summarized and included in the evaluation report and how this information would be used to develop present levels of performance. (This training was conducted on February 15, 2005) Staff in attendance: Dorothy Ruder, Mark Shehan, Dee Ann Streeter, Michele Johnson. Julie Cudmore - Presenter <u>September 14, 2005</u> In-Service training on initial and three year re-evaluations, functional evaluation, transition evaluation and evaluation procedures, documentation of data on MDT and behavioral observation. Utilization of functional evaluation to develop the PLOP's, goals, objectives and program planning. Staff in attendance Tami Dewsbury, Teri Riner, Dorothy Ruder, Kathy Bauer, DeAnn Sweeter, Michele Johnson & Shelbie Gisi. Presenter – Victoria Bantam				
Please explain the data (12 month)				
2. What will the district do to improve? Functional assessments will be administered to all students requiring initial and reevaluations. The data will be summarized in written report and used to develop present levels of performance. What data will be given to SEP to verify this objective?	Ongoing	Sped Dir.	On- going	Goal Met 1/23/06

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Please explain the data (6 month)

One re-evaluation was completed during the 1st 6 month follow up. Functional and transitional assessment was completed. The assessment summaries were then used to develop present levels of performance, goals, objectives and program planning.

Please explain the data (12 month)

**In 16 out of 16 files reviewed all had functional evaluation summaries written and data was utilized to develop Plop's, Goals and Objectives.
Three of the 16 files reviewed were transition age students and transition assessments were completed and utilized in developing the Plop's and transition plan.**

3. What will the district do to improve? Students' age 16 or older will complete transition evaluations.

What data will be given to SEP to verify this objective?
The special education director will check all files on students 16 or older for evaluations and report the number of students and the percent of transition evaluations completed to the SEP.

Ongoing

Sped Dir.

**On-going
Additional
data
needed**

**Goal Met
1/23/06**

Please explain the data (6 month)

One transition aged student was evaluated during the 6 month follow-up. The three year re-evaluation included functional and transition evaluation. The evaluation summaries were used to develop present levels of performance, goals, objectives and programming.

Please explain the data (12 month)

Three transition aged students were evaluated during the follow-up. The three year re-evaluation included functional and transition evaluation. The evaluation summaries were used to develop present levels of performance, goals, objectives and programming.

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Principle: Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 25:05:25:06 Reevaluation</u> Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents. The monitoring team noted the district reevaluation timelines were not met in four out of 20 files.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures reevaluation timelines will meet the minimum requirements.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All reevaluations will meet required timelines.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? A calendar will be developed identifying the date of the receipt of signed consent to ensure the 25 school day timeline is met. What data will be given to SEP to verify this objective? A copy of the calendar will be submitted to the SEP for verification.	Ongoing	Sped Dir	Met 11/15/2005	(Filled in by SEP)

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Please explain the data (6 month)

A calendar with evaluation dates and consent dates has been established, by each special education teacher.

Please explain the data (12 month)

Hill City School District Improvement/Progress Report Form

Principle: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:24:05:04.03 Determination of eligibility

The district must convene a placement committee meeting to determine eligibility category for three students. A student is on the child count under the category developmentally delayed (570). The psychological report states "the placement committee should consider eligibility for a specific learning disability" and the IEP states the student is other health impaired. The multidisciplinary team report does not show documentation of the basis for making the determination.

A student is placed on the child count as other health impaired. The medical report indicates the child has been diagnosed with attention deficit hyperactive disorder. However, the psychological report indicates a verbal score of 98 and a performance score of 96 with a full scaled score of 97 on the Wechsler Individual Scale for Children-III and the achievement scores on the Wechsler Individual Achievement Test II indicate scores in a range from 81 – 104. The Behavior Assessment Scale for Children was also administered and no scores of significance were noted. Therefore, the team did not show documentation of educational impact on achievement. The multidisciplinary team must meet to determine eligibility.

A student placed on the child count as orthopedically impaired and speech language. The evaluation information in the file indicated the child no longer qualifies for speech and language therapy. The team must meet to reconsider the evaluation information and determine eligibility.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures eligibility determination meets the minimum requirements.</p>				
<p>Measurable Goal 3: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will use state guidelines to determine eligibility requirements on all students within the district.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The district will meet to determine eligibility categories for three students. What data will be given to SEP to verify this objective? Special Education Director will attend all 3 of these MDT's and submit to the SEP of the determination by the team.</p>		<p>Sped Dir.</p>	<p>Met 11/15/2005</p>	<p>(Filled in by SEP)</p>
<p>Please explain the data (6 month)</p> <p>The district conducted meeting on all three of the files and made necessary corrections using the state guidelines to determine appropriate eligibility for these students (This information was submitted to the state via SIMS Reporting) Student #1 Moved out of district. Student #2 01/18/05 MDT Meeting Student #3 01/11/05 MDT Meeting</p>				
<p>Please explain the data (12 month)</p>				

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Principle 3: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:11 Observation for specific learning disabilities

ARSD 24:05:25:12 Written report for specific learning disabilities

At least one team member other than the child's regular teacher must observe the child's academic performance in the regular classroom setting. If the child is less than school age or out of school, a team member must observe the child in an environment appropriate for a child of that age. Through file reviews and staff interviews, the monitoring team noted regular education teachers consistently completed observations for students suspected of having a specific learning disability. The monitoring team also noted the written report for a specific learning disability does not include the basis for making the determination in three of five student files reviewed.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures observations for specific learning disabilities and written report for specific learning disabilities meet the minimum requirements.

Measurable Goal 4: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Students suspected of having a learning disability will be observed by a team member other than the classroom teacher in the child's regular classroom setting. A written report must include the basis for making the determination of specific learning disabled.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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<p>1. What will the district do to improve? A team member other than the child's classroom teacher will observe the child in the regular classroom. What data will be given to SEP to verify this objective? Special Education Director will review all SLD determinations to ensure a team member other than the classroom teacher is completing the observation and will report this data to the SEP.</p>	Ongoing	Sped Dir	On-going	Goal Met 1/23/06
<p>Please explain the data (6 month)</p> <p>One SLD student was re-evaluated during the 6 month follow-up and a team member other than the child's classroom teacher completed the classroom observation.</p>				
<p>Please explain the data (12 month)</p> <p>Nine SLD students were evaluated and documentation was present indicating that all nine students had behavioral observations completed by a team member other than the child's classroom teacher.</p>				
<p>2. What will the district do to improve? All files identifying a student as SLD will include a written report including the basis for making a SLD determination.</p> <p>What data will be given to SEP to verify this objective? Special Education Director will review all files and ensure a written report is included when making a SLD determination. This data will be submitted to the SEP.</p>	Ongoing	Sped Dir	On-going	Goal Met 1/23/06
<p>Please explain the data (6 month)</p> <p>During the 1st 6 month follow-up one student was determined SLD. In reviewing the completed MDT report, it included the required assessment data and other required information for qualifying as a SLD student.</p>				

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Please explain the data (12 month)

Nine SLD students were evaluated and the MDT reports included the required assessment data and other required information for determining eligibility for SLD.

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Principle: Procedural Safeguards

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:30:15 Surrogate Parent

The school district shall establish procedures for the assignment of a surrogate parent to ensure the rights of the child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state.

Through interview and file reviews, the monitoring team determined a list of individuals who would serve as a surrogate parent was not available.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures procedures for the assignment of surrogate parent meet the minimum requirement.

Measurable Goal 1: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

A list of individuals will be identified and in serviced as surrogate parents within the district

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date objective is met

12 month progress
Record date objective is met

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1. What will the district do to improve? The district will identify individuals within the district that wish to serve as surrogate parents and provide appropriate inservice for these individuals. What data will be given to SEP to verify this objective?	Ongoing	Sped Dir	Met 11/15/2005	(Filled in by SEP)
Please explain the data (6 month) Still in progress.				
Please explain the data (12 month) An individual has been identified to be a surrogate parent for the Hill City School District and training was provided to her on November 2, 2005, by Victoria Bantam. The administrators were provided with the surrogate parent manual and the forms to obtain a surrogate parent if needed.				

Hill City School District Improvement/Progress Report Form

Principle: Individualized Education Program
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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03 Content of IEP

A student's IEP must contain present levels of performance based upon the skill areas affected by the student's disability. The present levels of performance are based upon the assessment information, including functional assessment information gathered during the comprehensive evaluation process. During file reviews and interviews, the monitoring team noted the present levels of performance were typically a very lengthy summary of the most current evaluation report and did not include functional assessment for areas of suspected disability. As a result, the annual goals and objectives were not skill based and were not linked to present levels of performance.

Examples:

- The student will apply various reading cues/strategies to interpret and comprehend text at the 4th-5th grade level.
- When given mathematical concepts at the 5th and 6th grade levels, ____ will develop his number sense to investigate the characteristics of numbers and then solve using the correct operation.
- When given new or infrequent words starting at 4th grade level, the student will decode using cues.
- The student will use appropriate mechanics, usage and conventions of language when writing for an assignment.

When developing the justification for placement statements, district staff consistently developed justification statements, however, did not use the accept/reject method and did not include an explanation of the extent, if any to which the child will not participate with non-disabled children in the general classroom and in extracurricular and non-academic activities.

Examples:

- "Team rejects regular classroom setting and accepts the regular classroom setting with modifications....etc."
- "The selected placement option (above) supports all new IEP."
- "The team concurs the general classroom with modifications is the most appropriate placement for the students' reading, speech/language and occupational therapy assistance. The student has shown to respond well and complete work efficiently with one on one assistance. The general classroom with modifications will help the student get this one on one attention he needs in reading. The student was retained last year and has made great improvements with academic success. For Speech and OT, this pull-out model will help the student gain the practice and response opportunities needed to correct his/her oral-motor, speech, basic concept, visual perception and visual motor difficulties. These kind of opportunities are not possible in the regular classroom even with supplementary aides and services. This will allow the student to take learning risks without embarrassment and proceed at his/her learning pace. The student will participate with his/her age peers in all other academic and non-academic activities."
- "The team accepts part time early childhood/part time early childhood special education as the appropriate setting to meet the students' speech needs at this time. With this pull-out speech therapy model, the student will be able to have the quiet environment with sufficient response opportunities needed to make the required speech changes. Even with supplementary aides and services in the classroom, the student would not be able

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures development of the IEP meets minimum requirements.</p>				
<p>Measurable Goal 1: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The content of the IEP will include present levels of performance derived from functional evaluation. IEP goals and objectives will be skill based and linked to present levels of performance. Justification of placement will be used on all the IEP's using the accept or reject method and will include a statement of student participation with non disabled children in general classroom, extracurricular and non academic activities.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Provide training to all staff regarding the use of functional evaluation to develop present levels of performance, linking IEP goals and objectives to present levels of performance. What data will be given to SEP to verify this objective? Provide a training and a list of those in attendance and overview of presentation. Special Education Director will review files to ensure functional evaluations are used to develop present levels of performance, linking to IEP goals and objectives to present levels. Data will be submitted to SEP.</p>	<p>March 22, 04</p>	<p>Sped Dir</p>	<p>On-going</p>	<p>Goal Met 1/23/06</p>

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Please explain the data (6 month)

Training was provided to all staff regarding the use of functional evaluations in developing the present levels of performance and linking IEP goals and objectives to present levels of performance. The following staff attended the training on April 14, 2005: Dorothy Ruder, Mark Shehan, Dee Ann Sweeter, Kathy Bauer & Michele Johnson. Presenter – Julie Cudmore

September 14 & September 28, 2005 – Victoria Bantam In-Service on linking functional evaluation to the present levels of performance, goals and objectives. The following staff was in attendance Tami Dewsbury, Teri Riner, Dorothy Ruder, Kathy Bauer, Dee Ann Sweeter, Michele Johnson and Shelbie Gisi. One SLD student was re-evaluated and functional evaluation utilized for developing the PLOP's, goals and objectives. Three speech and language students were assessed and functional evaluation was utilized to determine present levels of performance and programming. No other evaluations were completed during the first six months.

Please explain the data (12 month)

In addition to the previous in-service training, sixteen files were reviewed and all sixteen files had functional evaluation data present, which was linked to PLOP's and Goals and Objectives.

2. What will the district do to improve? Provide a training to all staff in using the accept/reject method and including an explanation if the child will not participate with nondisabled children in the general classroom and extracurricular and non academic activities

What data will be given to SEP to verify this objective?

March 22, 04
Ongoing

Sped Dir

**Met
11/15/200
5**

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Please explain the data (6 month)

Training was provided to all staff in appropriately using the accept/reject method including an explanation if the child will not participate with non-disabled children in the general classroom or extracurricular and non academic activities was conducted on April 19, 2005. (Dorothy Ruder, Mark Shehan, Dee Ann Sweeter, Kathy Bauer & Michele Johnson.)

September 14, 2005 Victoria Bantam provided in-service training addressing the accept/reject model for determining placement in the least restrictive environment and documentation of how a student is to participate with non-disabled peers or justification as to why the child will not be participating with non-disabled individuals. Staff in attendance: Tami Dewsbury, Teri Riner, Dorothy Ruder, Kathy Bauer, Dean Sweeter, Michele Johnson and Shelbie Gisi

Please explain the data (12 month)